



West Lee Elementary

55 West Lee School Road
Rembert, SC 29128

Grades	PK-5 Elementary School	
Enrollment	193 Students	
Principal	Robert Ervin	803-428-3147
Superintendent	Dr. Cleo Richardson	803-484-5327
Board Chair	Sanya Moses	803-428-5603

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	Below Average	Below Average
2004	Below Average	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

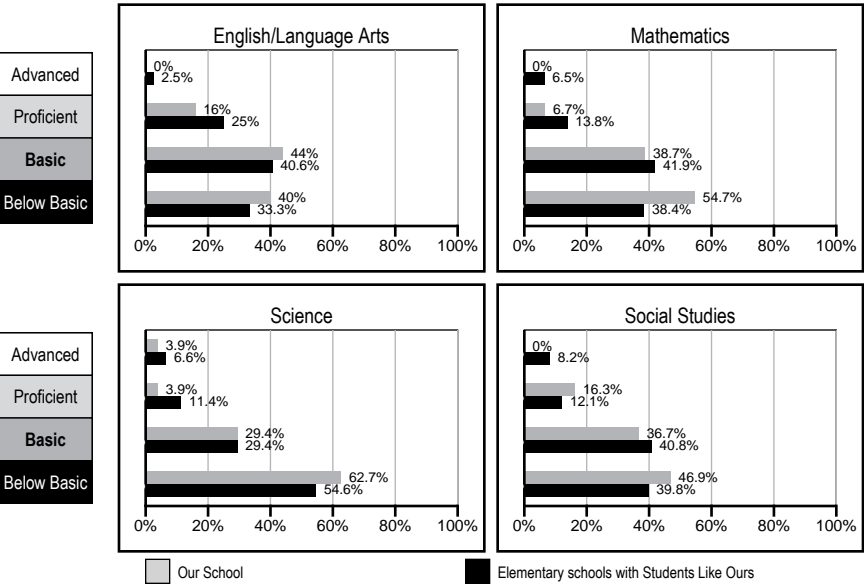
96.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	7	50	61

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=193)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.4%	Down from 7.8%	3.1%	2.3%
Attendance rate	96.0%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	0.0%	No Change	2.7%	10.4%
With disabilities other than speech	3.1%	Up from 2.8%	7.6%	7.5%
Older than usual for grade	2.6%	Up from 1.3%	1.5%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	62.5%	Down from 64.7%	53.3%	56.7%
Continuing contract teachers	56.3%	Up from 41.2%	66.7%	77.3%
Teachers with emergency or provisional certificates	0.0%	Down from 7.7%	0.0%	0.0%
Teachers returning from previous year	56.4%	Down from 60.4%	82.6%	86.4%
Teacher attendance rate	93.5%	Down from 98.7%	94.8%	94.9%
Average teacher salary	\$42,295	Up 4.9%	\$43,635	\$45,345
Professional development days/teacher	7.9 days	Down from 14.8 days	13.5 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.2	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Down from 20.9 to 1	16.4 to 1	18.5 to 1
Prime instructional time	88.4%	Down from 93.2%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$8,837	Up 3.5%	\$8,217	\$7,052
Percent of expenditures for instruction*	67.1%	Up from 64.3%	68.4%	69.1%
Percent of expenditures for teacher salaries*	56.2%	Down from 56.4%	60.5%	64.2%

* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

During the 2007-2008 school year, the West Lee Elementary School staff participated in ongoing professional development that focused on student achievement. With the assistance of our ERT Liaison, we engaged in a yearlong process of creating a focused school renewal plan to guide data analysis efforts and plan appropriate, relevant, and differentiated instruction.

We continued our LEAP (Language Enrichment and Acceleration Program) for kindergarten and first grade students, and we expanded the program to include second graders. Running records, Dominie, and Reading Recovery Survey results all indicate significant increases in the students' reading achievement.

Results of fall, winter, and spring MAP administrations revealed noticeable increases in students' reading, math, and science. STAR Reading was administered monthly to help us assess students' reading achievement and implement strategies for individual intervention and effective learning activities. We also conducted weekly math drills to facilitate student mastery of the basic facts. We implemented MAP focus groups to reinforce skills taught during regular instruction and to strengthen math achievement in all skill areas.

Parental involvement increased during the year and many opportunities were provided for parents to participate in the educational process of their children. Single-gender education was implemented in grade five, and we departmentalized instruction in grades four and five. MAP results indicated significant increases in these students' achievement, particularly in reading and math.

Sandra Frazier, our 4th & 5th grade ELA teacher, was selected as Teacher of the Year; our school was featured on WLTX-19 for our Relay for Life activities; our entire school went on a field trip as a year-end celebration/reward; and our principal was selected to serve as Director of Elementary Education for the 2008-2009 school year.

Dr. Cheryl S. Stover, Principal
Dana Boyd, SIC/PTO Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	26	21
Percent satisfied with learning environment	87.5%	84.0%	90.0%
Percent satisfied with social and physical environment	87.5%	68.0%	90.0%
Percent satisfied with school-home relations	75.0%	80.8%	90.5%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 9 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

Continuing School Improvement

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	12.5%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	7.2%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	79	100	40	44	16	0	26.7	18.3	48.2	Yes	Yes
Gender											
Male	36	100	52.9	44.1	2.9	0	17.6	14.5	41.7	N/A	N/A
Female	43	100	29.3	43.9	26.8	0	34.1	21.8	55	N/A	N/A
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	28.1	60	I/S	I/S
African American	72	100	40.8	42.3	16.9	0	25.4	17.9	31.7	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	20	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	7.5	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	21.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	72	100	41.2	44.1	14.7	0	26.5	17	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	79	100	54.7	38.7	6.7	0	10.7	12.4	45.8	No	Yes
Gender											
Male	36	100	55.9	35.3	8.8	0	14.7	12.6	45.6	N/A	N/A
Female	43	100	53.7	41.5	4.9	0	7.3	12.1	45.9	N/A	N/A
Racial/Ethnic Group											
White	4	I/S	I/S	I/S	I/S	I/S	I/S	31.3	59	I/S	I/S
African American	72	100	56.3	36.6	7	0	8.5	11.2	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	35	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	9	I/S	I/S	I/S	I/S	I/S	I/S	4.7	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	36.8	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	72	100	55.9	38.2	5.9	0	10.3	11.5	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	55	100	62.7	29.4	3.9	3.9	7.8	6.7	35.7	96	95.1
Gender											
Male	27	100	72	20	4	4	8	9.1	37.4	95.5	94.7
Female	28	100	53.8	38.5	3.8	3.8	7.7	4.6	33.8	96.6	95.4
Racial/Ethnic Group											
White	3	I/S	I/S	I/S	I/S	I/S	I/S	13.6	49.2	93.1	92.7
African American	50	100	65.3	26.5	4.1	4.1	8.2	6.3	17	96.2	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	93.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	9.1	24.9	95.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	4	14	95.8	94.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	95.3	95.6
Socio-Economic Status											
Subsided meals	50	100	67.4	26.1	2.2	4.3	6.5	5.1	21.1	96	95.1
Social Studies											
All Students	52	100	46.9	36.7	16.3	0	16.3	7.1	34	96	95.1
Gender											
Male	22	100	70	20	10	0	10	8.9	36.6	95.5	94.7
Female	30	100	31	48.3	20.7	0	20.7	5.4	31.3	96.6	95.4
Racial/Ethnic Group											
White	2	I/S	I/S	I/S	I/S	I/S	I/S	28.6	44.5	93.1	92.7
African American	48	100	46.8	38.3	14.9	0	14.9	5.7	19.1	96.2	95.2
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	93.8
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	33.3	27.5	95.9	96.2
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	7	I/S	I/S	I/S	I/S	I/S	I/S	5.6	14.4	95.8	94.1
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	40	27.3	95.3	95.6
Socio-Economic Status											
Subsided meals	45	100	47.6	38.1	14.3	0	14.3	5.8	21	96	95.1

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	25	100	29.2	41.7	29.2	0	29.2
	4	30	100	46.2	50	3.8	0	3.8
	5	24	100	45.5	54.5	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	22.7	45.5	31.8	0	31.8
	4	27	100	40	40	20	0	20
	5	29	100	53.6	46.4	0	0	0
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	25	100	50	50	0	0	0
	4	30	100	65.4	30.8	0	3.8	3.8
	5	24	100	40.9	59.1	0	0	0
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	23	100	63.6	36.4	0	0	0
	4	27	100	56	36	8	0	8
	5	29	100	46.4	42.9	10.7	0	10.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	12	100	72.7	18.2	9.1	0	9.1
	4	30	100	73.1	15.4	7.7	3.8	11.5
	5	12	100	70	0	30	0	30
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	12	100	54.5	45.5	0	0	0
	4	27	100	56	32	8	4	12
	5	16	100	80	13.3	0	6.7	6.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	13	100	46.2	46.2	0	7.7	7.7
	4	30	100	61.5	34.6	3.8	0	3.8
	5	12	100	83.3	8.3	8.3	0	8.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	12	100	18.2	63.6	18.2	0	18.2
	4	27	100	48	28	24	0	24
	5	13	100	69.2	30.8	0	0	0
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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